

INCREASED IPS LEARNING OUTCOMES THROUGH MAKE A MATCH LEARNING MODEL ON GRADE IV ELEMENTARY SCHOOL INPRES PERUMNAS ANTANG II MAKASSAR

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ABSTRACT

This study is an effort to improve IPS learning outcomes through the application of make a match learning model. The formulation of the problem in this research is how to improve the learning outcomes of IPS through the learning model make a match in the fourth grade students of Inpres Perumnas Antang II Makassar? The purpose of this study is to find out the results of IPS learning through make a match learning model in the fourth grade students of Inpres Perumnas Antang II Makassar. The type of research is classroom action research in the form of a cycle that is cycle I if the achievement of KKM standard has not been successful then continued in cycle II. The subjects of the study were the fourth grade students of SD Inpres Perumnas Antang II Makassar as many as 21 students. Data collection using observation, test, and documentation techniques while the data were analyzed descriptively qualitatively by describing the learning process of each cycle. The results showed that there was an increase of learning outcomes from cycle I to cycle II through the application of make a match learning model. In the first cycle is in the category is good enough because the teacher has not implemented the learning steps through the implementation of make a match learning model well while the learning cycle II is in the good category. The conclusion of this research is that the application of make a match can improve the learning result of IPS of fourth grade students of SD Inpres Perumnas Antang II Makassar.

Keywords: Classroom action research, Model Make a Match, SD Inpres Perumnas Antang II Makassar

PRELIMINARY

The demand for quality human resources that can compete in the global world, always wants the changes that lead to the improvement of quality and competitiveness. One of the fundamental things that are being and will continue to be done by teachers is the efforts of achieving competence for learners through several methods and strategies of achieving competence through effective learning process and media.

These efforts can be done through the school by improving the quality of learning done by the teacher to the students. Implementation of learning until now still focuses on the teacher as the main source of knowledge, then the lecture becomes the main choice as a learning strategy. For that we need a new learning strategy that empower students more. A learning strategy that does not require students to memorize facts, but a strategy that encourages students to construct in the minds of the students themselves.

Based on preliminary observation of IPS learning process in Grade IV Elementary School of Perumnas Antang II Makassar obtained information that during the learning process, the teacher has not empowered all the potential that existed in the students so that most of the students have not been able to achieve individual competence needed to follow the follow-up lesson. Some students have

not learned to the level of understanding. New students are able to memorize facts, concepts, principles, laws, theories, and other innovative ideas at the memory level; they have not been able to use and apply them effectively in everyday contextual problem solving. This can be seen from the results of existing student learning that shows the value is still below the average minimum mastery, where the minimum mastery standard of 70 while the average achievement of 66 students.

Attempts to arouse the interest of the fourth graders of SD Inpres Perumnas Antang II Makassar in Social Studies have been done by classroom teachers in various ways, such as giving students opportunities to ask questions and ideas, and designing lessons in the form of demonstrations. However, the results of the daily test of Social Studies subjects on Social Issues have not been so satisfactory.

Related to the low learning outcomes of IPS students of Class IV Elementary School In Perumnas Antang II Makassar, the authors attempt to apply the learning model Mach a Mach. The Make a Match learning model is a learning model that has explicitly defined procedures to give students plenty of time to think. The interaction between students around the tasks given is larger because it is done in pairs of two people, then Mach a Mach. With this learning model students will be more active in the learning process, developing knowledge through new information from other friends and direct involvement in learning. Their mastery of difficult concepts is higher and more motivating students in learning so that learning outcomes can increase as well.

DISCUSSION

The research obtained showed the increase of activity and the result of the fourth grade students of SD Inpres Perumnas Antang II Makassar melalui application of make a match learning model. This can be seen on the result of observation on student activity, the number of students who raised the question and Students who put forward the opinion / proposal in cycle I each 6 students with the percentage 28.6% and 5 people with the percentage 23.8% / Both experienced an increase in cycle II as many as 10 students with percentage of 47.6%. Students who answered the oral questions from teachers during the question and answer session in cycle I as many as 6 students with a percentage of 28.6% and increased in cycle II as many as 8 people students with a percentage of 38.1%. Students who asked for guidance during the activity took place on the first cycle as many as 18 students with percentage of 85.7% and increased in cycle II as many as 20 people siwa with 95.2% percentage. The number of students who responded to the answers of students who presented the answer in cycle I was 8 people with the percentage of 38.1% and then increased to 11 people with the percentage of 52.4%. Students who work on LKS or problems in cycle I are 18 students with percentage 86% and increase in cycle II to 21 students with 100% percentage. While students who ask for teacher guidance if the students do not understand in answer LKS in cycle I as much as 16 students with percentage of 76% and increased in cycle II to 18 students with 86% percentage. If the activity of students in cycle I and cycle II will be direratakan increased activity from 52.38% to 66.67%.

Increased learning activities experienced by students can not be separated from the application of make a match that causes students to believe in the ability of friends who become partners so that in cooperation in searching for more compact answers. This is in accordance with the opinion of Anonymous (2008), that the model of exchanging pairs is one of the learning models used by a teacher to enable each student in the learning process where students get one partner to do the task given by the teacher then after that done the exchange pair between two different pairs. In addition, the increase in activity occurring is also influenced by the percentage of teacher activity that indicates a significant increase. Of the various items that are observed look much improved. This increase successfully affect the performance and spirit of students in doing the task given.

In the data of students' learning outcomes cycle II can be seen improvement of learning result category. Students who scored very well in cycle I and cycle II amounted to 2 people with a percentage of 9.5%. Students who are included in the good category in cycle I amounted to 4 people with a percentage of 19,055 increased in cycle II, with the number of 9 students with a percentage of 42.86%. Students who are in the category enough amounted to 10 with the percentage of 47.62% in the first cycle decreased to 8 people in cycle II with a percentage of 38.1%. students who are in the category of less number 5 Orang on cycle I with percentage 23,81% also decreased at cycle II with amount of 2 person (9,52%). While the students in the failed category does not exist either in cycle I or cycle II.

The results of descriptive analysis of student learning scores can be seen from the average value in the cycle I obtained for 64.29 while the average value of student learning outcomes in cycle II obtained by 69.05. In addition, in table 4.5 can be seen results categorization based on Minimum Exhaustiveness Criteria (KKM) then from 21 students who take the test cycle I, as many as 11 students who are incomplete category with the percentage of 52.38% and students included in the category of complete 10 students or 47.62%. However, in the second cycle of 32 students who took the second cycle test only 2 students who include the category is not complete or at 9.52% and students who are included in the category of complete as many as 15 students or by 90.48%. This happens because the cooperation in the group has been well established. Back to see the indicator of success can be said this research is successful because of the total number of existing students has reached more than 65% of the number of students get a minimum score of 65.

The increase in learning outcomes is caused by students becoming more confident to do the tasks assigned by the teacher. In addition, students feel helped by the presence of their partner friends. As expressed by Anonymous (2008), basically the model of exchanging pair learning is an implementation of cooperative learning model. Where this cooperative learning is group learning activities that are focused, integrated, effective and efficient to seek or review something through cooperation process and mutual help or sharing so as to achieve process and result of productive learning. Besides Ismail in Hasman (2008), suggests that cooperative learning is a model of learning that prioritizes the cooperation, namely cooperation among students in groups to achieve learning objectives. In the implementation of cooperative learning allows teachers to give attention to each

student, more familiar between teachers and students, as well as between students and students. Students no longer see other students as rivals or threats, but rather supportive partners to achieve goals and success.

CONCLUSION

Research on the improvement of IPS class IV learning outcomes through the model of cooperative learning type make a match concluded that the results of learning and learning activities of students have increased from the first cycle that lasted for two meetings that have not met the criteria of mastery learning and categorized enough then continued on the second cycle with the same number of meetings where the result of the student's learning has been appropriate and exceeds the criteria given and the learning activities are categorized very well. Similarly, the mechanism of learning conducted by researchers is in accordance with predetermined indicators so that the implementation of learning is considered successful. Based on the research objectives, the results of research, data analysis, and discussion, it can be concluded that the application of make a match can improve the learning outcomes of IPS grade IV students Inpres Perumnas Antang II Makassar material social issues.

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